

# Writing One Page Overview

## Intent:



**Confident, Happy Writers-** Children have a love and passion for writing and enjoy expressing themselves.



**Healthy minds-** Children will ask questions about what they have written, they will learn from their reading and writing and will have the curiosity to seek out new learning.



**Promising futures-** Children will have the knowledge and understanding to go into the next stage of life with the ability to communicate accurately and comprehend any text in which they are faced.

The OAB Writing Curriculum Statement of Intent has been carefully considered to ensure the content designed meets this at every opportunity.

### The context that our children and young people live in:

- Our children live in a world where they require the knowledge skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.

### The writing curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

**Character:** All children will see relatable characters and themes in quality literature that exemplify the Oasis ethos and 9 habits. All children will experience texts that reflect cultural, social and linguistic diversity, as well as introducing a world beyond the familiar. They will recognise how we are all continually developing our character and can be transformed into the best versions of ourselves by overcoming challenges with resilience.

**Competence:** All children will be functionally literate and flourish inside and outside the classroom, regardless of their starting points. Focussed learning will be the foundation of every lesson with an emphasis on knowledge and skills that are spaced, progressive and revisited. All children will develop their own voice and have a choice about what they want to communicate with others.

**Community:** All children will be given the opportunity to connect with and explore their local community in order to become representatives, leaders and mentors and shape, influence and improve it. All children will be cultivated as writers who both care and have a message to share.

## Implement:

### **Coverage through writing curriculum:**

- To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science, including Sweller's cognitive load and Rosenhine's Principles, to develop pedagogy and specific CPD to ensure subject content is expertly delivered.
- The OAB writing curriculum is mapped using the core concepts of writing. Lesson content is planned towards key progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery.
- Provide an aspirational language rich environment that promotes a culture of reading and writing for life;
- Explicitly teach writing and GPS skills throughout the school that continually develop the children's understanding, engagement and enjoyment of a wide range of texts;
- Purposely teach the craft of writing in order to develop the confidence and skills to write well for a range of purposes, audience and authorial tones;
- Knowledgeably teach the basics –spelling, grammar, handwriting and punctuation- in a structured manner so all children are equipped with the necessary tools to express themselves in a range of contexts;
- It is the belief at OAB that by effectively teaching letter formation and handwriting we produce enthusiastic and efficient hand writers who can convey ideas, thoughts and feelings on to paper and thus fulfil their potential as communicators.
- Foster in pupils the confidence, desire and ability to express and challenge their views and opinions both orally and in writing;
- Value and celebrate diversity in culture and language;
- Children use self-marking to reflect on their own learning and enhance answers where necessary.

### Assessment:

- OCL Teacher Assessment Frameworks (TAFs): To ensure termly writing teacher assessment is accurate, year group OCL Teacher Assessment Frameworks (TAFs) are used, which match the end-of-key-stage national frameworks and put in the steps in between for each year group.

### Summative Testing: Normative, standardised tests include:

- o End of term Headstart Tests in spelling and grammar
- o KS1 SATs

### Monitoring:

- Book scrutinies, planning scrutinies and lesson observations are completed termly to ensure expectations are being met.
- Staff CPD sessions are built around monitoring outcomes.
- PAS coaching model.

## Impact:

### **Data (2019):**

- Phonics- 85% all. 83% disadvantage (above national).
- KS1:
  - o 71% ARE (above national)
  - o 17% GD (above national)
- KS2:
  - o 78% of all achieved ARE (above national)
  - o 85% of disadvantaged achieved ARE (=10% above national)
  - o 20% of all achieve GD.
- There has been a steady upward trend in the percentage of pupils achieving the standard in Writing. The outcomes at the end of 2019 are slightly above the 2018 National rate in both subjects.
- **GDS:** Although the proportion of children who attained greater depth in 2018 was lower than the national average, there was an improvement in the percentage of pupils attaining the higher standard in 2019 .

### **Teacher CPD/monitoring:**

- Teachers are involved in PAS coaching to constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one approach, ensure each adult knows the relevant next steps to maximise learning opportunities.
- Teachers understand that responsive teaching ensure children's gaps are identified and children can reflect and improve their own learning.